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FIRST

EXPERT

COURSEBOOK

Jan Bell and Roger Gower

Module	Section	Reading	Language development 1	Writing
1 Lifestyles (p. 7)	A Family life	Developing skills Skimming and scanning; Paper 1 Part 7 Multiple matching; <i>Our lost childhood?</i> (pp. 8–9)	Present situations and habits; State verbs; Past habits and states (pp. 10–11)	Paper 2 Part 2 Informal email (pp. 12–13)
2 Earning a living (p. 21)	A Work	Paper 1 Part 5 Multiple choice: <i>These men are Innocent!</i> (pp. 22–23)	Past simple and present perfect simple; Present perfect simple and continuous; <i>for</i> and <i>since</i> (pp. 24–25)	Paper 2 Part 2 Formal email (pp. 26–27)
3 The world around us (p. 35)	A Our cultural heritage	Paper 1 Part 6 Gapped text: <i>A colourful heritage</i> (pp. 36–37)	Adjectives and adverbs; Adverbs of degree (pp. 38–39)	Paper 2 Part 1 Essay (pp. 40–41)
4 Challenges (p. 49)	A Personal challenges	Paper 1 Part 5 Multiple choice: <i>In at the deep end</i> (pp. 50–51)	Narrative forms; Time conjunctions (pp. 52–53)	Paper 2 Part 2 Article (pp. 54–55)
5 Discovery (p. 63)	A The modern world	Paper 1 Part 7 Multiple matching: <i>Four classic science books</i> (pp. 64–65)	Future forms; Future time clauses (pp. 66–67)	Paper 2 Part 1 Essay (pp. 68–69)
6 Enjoying yourself (p. 77)	A Music	Paper 1 Part 7 Multiple matching: <i>Feels nothing like teen spirit</i> (pp. 78–79)	Relative clauses (defining, non-defining, reduced) (pp. 80–81)	Paper 2 Part 2 Review (pp. 82–83)

Section	Speaking	Listening	Use of English 1 and 2	Language development 2	Language development 3
B Customs and traditions	Developing skills Comparing photos Vocabulary: Special occasions (pp. 14–15)	Developing skills Listening for gist; Listening for specific information Paper 3 Part 3 Multiple matching (p. 16)	Paper 1 Part 4 Key word transformations (p. 18) Paper 1 Part 1 Multiple-choice cloze: <i>Hospitality</i> (p. 19)	Comparatives and superlatives; Modifying adjectives and adverbs (p. 17)	Adjective + noun collocations; Phrasal verbs with <i>up</i> and <i>down</i> (p. 20)
B A learning experience	Paper 4 Part 3 Collaborative task Vocabulary: Education (pp. 28–29)	Paper 3 Part 4 Multiple choice (p. 30)	Paper 1 Part 2 Open cloze: <i>Albert Einstein</i> (p. 31) Paper 1 Part 3 Word formation: <i>Remembering for exams</i> (p. 33)	Articles; <i>some/any, something/anything</i> (p. 32)	Forming adjectives; Phrasal verbs: Education (p. 34)
B Our natural heritage	Paper 4 Part 2 Long turn Vocabulary: Animals (pp. 42–43)	Paper 3 Part 2 Sentence completion (p. 44)	Paper 1 Part 2 Open cloze: <i>Predicting earthquakes</i> (p. 45) Paper 1 Part 1 Multiple-choice cloze: <i>Groundhog Day</i> (p. 47)	- <i>ing</i> forms and infinitives (p. 46)	Nouns and adjectives: The weather (p. 48)
B Sport	Paper 4 Part 3 Collaborative task Vocabulary: Sports (pp. 56–57)	Paper 3 Part 3 Multiple matching (p. 58)	Paper 1 Part 4 Key word transformations (p. 60) Paper 1 Part 1 Multiple-choice cloze: <i>Parkour</i> (p. 61)	Quantity; Determiners (p. 59)	Adjectives often confused; - <i>ing</i> and - <i>ed</i> adjectives; Phrasal verbs with <i>take</i> (p. 62)
B Technology	Paper 4 Parts 3 and 4 Collaborative task and discussion Vocabulary: Technology (pp. 70–71)	Paper 3 Part 2 Sentence completion (p. 72)	Paper 1 Part 4 Key word transformations (p. 73) Paper 1 Part 3 Word formation: <i>The discovery of penicillin; 'Lucy' and 'Lucy's baby'</i> (p. 75)	Reflexives; Structures with question words (p. 74)	Forming nouns; Phrasal verbs with <i>come</i> (p. 76)
B Art and entertainment	Paper 4 Part 2 Long turn Vocabulary: Art and entertainment (pp. 84–85)	Paper 3 Part 1 Multiple choice (p. 86)	Paper 1 Part 2 Open cloze: <i>The Edinburgh Festival</i> (p. 87) Paper 1 Part 3 Word formation: <i>The perfect comedy face; A serious actress</i> (p. 89)	Adjective/Noun + preposition; <i>be/get used to + -ing</i> (p. 88)	Word formation; Verb + noun collocations (p. 90)

Module	Section	Reading	Language development 1	Writing
7 In fashion (p. 91)	A Fast food	Paper 1 Part 5 Multiple choice: <i>The craze for competitive eating</i> (pp. 92–93)	Permission and necessity; Advice and recommendations (pp. 94–95)	Paper 2 Part 2 Report (pp. 96–97)
8 Important events (p. 105)	A Relationships	Paper 1 Part 6 Gapped text: <i>Meant to be</i> (pp. 106–107)	Reported speech; Reporting verbs (pp. 108–109)	Paper 2 Part 1 Essay (pp. 110–111)
9 The consumer society (p. 119)	A A matter of conscience?	Paper 1 Part 7 Multiple matching: <i>Could you spare some change, please?</i> (pp. 120–121)	Conditionals (pp. 122–123)	Paper 2 Part 2 Article (pp. 124–125)
10 Out and about (p. 133)	A Travel	Paper 1 Part 5 Multiple choice: <i>Welcome to the USA</i> (pp. 134–135)	The passive (pp. 136–137)	Paper 2 Part 2 Semi-formal email (pp. 138–139)
11 Well-being (p. 147)	A Happiness	Paper 1 Part 6 Gapped text: <i>The secrets of true happiness</i> (pp. 148–149)	Clauses of reason, purpose and contrast (pp. 150–151)	Paper 2 Part 1 Essay (pp. 152–153)
12 Making a point (p. 161)	A Bookworm	Paper 1 Part 5 Multiple choice: <i>The talented Mr Ripley</i> (pp. 162–163)	Connecting ideas; Participle clauses (pp. 164–165)	Paper 2 Part 2 Review (pp. 166–167)

Exam overview (p. 6)

Exam reference (pp. 175–181)

Expert grammar (pp. 182–197)

Expert writing (pp. 198–200)

Section	Speaking	Listening	Use of English 1 and 2	Language development 2	Language development 3
B How do I look?	Paper 4 Part 2 Long turn Vocabulary: Clothes (pp. 98–99)	Paper 3 Part 3 Multiple matching (p. 100)	Paper 1 Part 4 Key word transformations (p. 102) Paper 1 Part 1 Multiple-choice cloze: <i>Hairstyles</i> (p. 103)	Speculation and deduction (p. 101)	Prepositional phrases; Verbs with similar meanings (p. 104)
B Hobbies	Paper 4 Part 1 Conversation Vocabulary: Free-time activities (pp. 112–113)	Paper 3 Part 4 Multiple choice (p. 114)	Paper 1 Part 2 Open cloze: <i>Angling</i> (p. 115) Paper 1 Part 4 Key word transformations (p. 117)	Expressing ability (p. 116)	Phrasal verbs with <i>get</i> (p. 118)
B Spending money	Paper 4 Parts 3 and 4 Collaborative task and discussion Vocabulary: Shopping (pp. 126–127)	Paper 3 Part 1 Multiple choice (p. 128)	Paper 1 Part 2 Open cloze: <i>Customer tracking</i> (p. 129) Paper 1 Part 3 Word formation: <i>Keeping customers happy; Save or spend?</i> (p. 131)	Subject-verb agreement; <i>it/there</i> (p. 130)	Vocabulary: Money and banks; Forming verbs (p. 132)
B Getting around	Paper 4 Part 2 Long turn Vocabulary: Transport (pp. 140–141)	Paper 3 Part 3 Multiple matching (p. 142)	Paper 1 Part 4 Key word transformations (p. 144) Paper 1 Part 2 Open cloze: <i>The runaway car</i> (p. 145)	Hypothetical situations (p. 143)	Verb + preposition collocations; Verbs with similar meanings (p. 146)
B Health and fitness	Paper 4 Parts 3 and 4 Collaborative task and discussion (p. 156)	Paper 3 Part 2 Sentence completion Vocabulary: Health and fitness; Food (pp. 154–155)	Paper 1 Part 4 Key word transformations (p. 158) Paper 1 Part 1 Multiple-choice cloze: <i>Retail therapy</i> (p. 159)	<i>so/such; too/enough/very; as/like</i> (p. 157)	Health: Idiomatic expressions and phrasal verbs (p. 160)
B The media	Paper 4 Parts 1–4 Vocabulary: Press and advertising (pp. 168–169)	Paper 3 Part 4 Multiple choice (p. 170)	Paper 1 Part 1 Multiple-choice cloze: <i>What are they trying to tell us?</i> (p. 171) Paper 1 Part 3 Word formation: <i>The paparazzi; Special advisers</i> (p. 173)	<i>need + -ing/to be done; have/get something done</i> (p. 172)	Word formation: Review (p. 174)

Expert speaking (pp. 208–213)

Exam overview

► See pages 175–181 for more detailed information and task strategies.

Cambridge English: First has four papers. Paper 1 receives 40 percent of the total marks and the other three papers have 20 percent each. The pass mark is based on an overall mark (you do not need to pass every paper to pass the exam). There are three pass grades (A, B and C) and two fail grades (D and E).

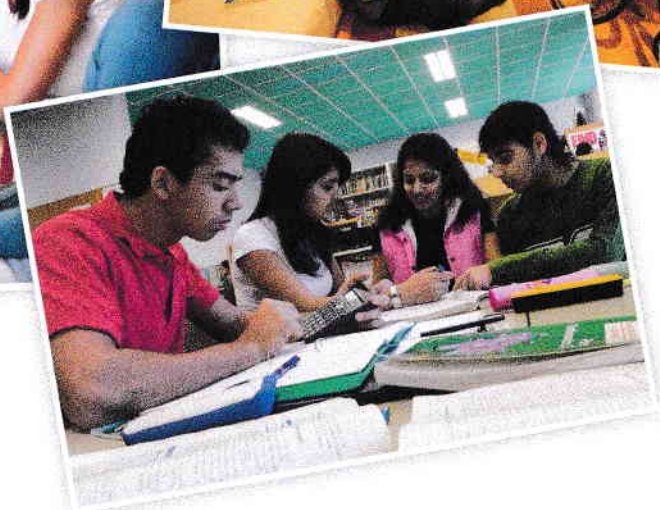
Paper	Task type	Task description
Paper 1: Reading and Use of English 1 hour 15 minutes 7 parts 52 questions in total	Part 1: multiple-choice cloze (8 questions) Part 2: open cloze (8 questions) Part 3: word formation (8 questions) Part 4: key word transformations (6 questions) Part 5: multiple choice (6 questions) Part 6: gapped text (6 questions) Part 7: multiple matching (10 questions)	Part 1: Choosing a word or phrase from four options to fill in gaps in a text Part 2: Filling in gaps in a text with an appropriate word Part 3: Changing the form of a given word to make it fit the gaps in a text Part 4: Using a given word to complete a sentence so that it means the same as a previous sentence Part 5: Answering four-option multiple-choice questions on a text Part 6: Completing a gapped text with sentences which have been removed and placed in jumbled order Part 7: Matching information to 4–6 different texts (or different parts of a text)
Paper 2: Writing 1 hour 20 minutes 2 tasks (one compulsory, the other a choice out of three options) 140–190 words each	Part 1: essay (compulsory) Part 2: one writing task: the choice may include an email/letter, an article, a review, a report	Part 1: An essay based on a title and notes Part 2: Carrying out a writing task, using an appropriate format and style. There are three task types to choose from.
Paper 3: Listening Approximately 40 minutes 4 parts 30 questions in total	Part 1: multiple choice (8 questions) Part 2: sentence completion (10 questions) Part 3: multiple matching (5 questions) Part 4: multiple choice (7 questions)	Part 1: Eight short unrelated extracts of around 30 seconds each, each with a three-option multiple-choice question Part 2: A 3–4-minute monologue with ten sentence completion questions Part 3: Five short related monologues of around 30 seconds each, to match to a list of eight options Part 4: A 3–4-minute interview or discussion with seven three-option multiple-choice questions
Paper 4: Speaking Approximately 14 minutes 4 parts	Part 1: conversation: giving personal information (2 minutes) Part 2: 'long turn': giving information and expressing opinions (4 minutes) Part 3: collaborative task: exchanging information and ideas (4 minutes) Part 4: discussion: developing the topic of Part 3 (4 minutes)	Part 1: The interlocutor asks each candidate questions about themselves Part 2: Each candidate, individually, compares two photos (1 minute) and comments briefly on the other candidate's photo (30 seconds) Part 3: The candidates work together for 2 minutes and discuss a task based on a diagram. They then try to reach a decision in 1 minute. Part 4: The interlocutor leads a discussion between the two candidates, developing the topic of Part 3.

1A

- ▶ **Reading and Use of English:** Developing skills: Skimming and scanning
- ▶ **Language development:** Present and past situations, habits and states
- ▶ **Writing:** Informal email (Part 2)

1B

- ▶ **Speaking:** Vocabulary: Special occasions; Developing skills: Comparing photos
- ▶ **Listening:** Developing skills: Listening for gist; Listening for specific information
- ▶ **Language development:** Comparatives and superlatives; Modifying adjectives and adverbs; Adjective + noun collocations; Phrasal verbs with *up* and *down*
- ▶ **Reading and Use of English:** Key word transformations (Part 4); Multiple-choice cloze (Part 1)



Lead-in

- 1 Look at the entry from the *Longman Exams Dictionary*. Mark the key points that define *lifestyle*.

life·style /'laɪfstaɪl/ *n* [C] the way a person or group of people live, including the place they live in, the things they own, the kind of job they do and the activities they enjoy: *Regular exercise is part of a healthy lifestyle.* | *lavish/comfortable/simple/etc. lifestyle* *They lead an extremely lavish lifestyle.*

- 2 Discuss the questions.
 - 1 The photos show typical aspects of a student's lifestyle in the UK. Which would you most/least enjoy? Why?
 - 2 Think of one adjective that describes your lifestyle best.

Reading: Developing skills

Before you read

1 Read the title of the article on page 9 and the introduction. In what ways can parents be 'pushy'?

Skimming

2 Skim the article and match the summary sentences (1–4) with the sections of the article (A–D).

- 1 Some children are expected to do activities for the wrong reasons.
- 2 The more activities children do, the better.
- 3 Children don't need pressure at their age.
- 4 Technology has advantages for children.

Scanning

3 Look at the questions in the task below. The key words are highlighted for you. Now look at the example (0). The highlighted words link to the highlighted part of section C of the text. Then read the strategies and do the task.

EXPERT STRATEGY

Skimming

- Use the title, introduction and any pictures to get an idea of the topic and what a text will be about. This will make it easier to understand the text.
- To get a general understanding of a text, read through it quickly, focusing only on the main ideas. These are found in 'topic sentences', often the first or last sentences of each paragraph.

EXPERT STRATEGY

Scanning

When you know what information you want to find, you can save time by scanning the text for it, rather than reading the whole text. Read the questions first, identify the key words and look for phrases or information in the text that express the same ideas.

You are going to read an article in which different families give their views on how children should spend their free time. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

Which section mentions:

- the **anxiety** some parents have about **aspects of modern life**?
- an **attempt to limit the time spent** playing computer games?
- the **practical difficulties** of **getting children to their activities**?
- the **pressure** that many children are under **to succeed**?
- a **suspicion** that the **activities** which **some children** go to may **not** be their own choice?
- the **benefits to children** of having access to a computer?
- worrying about letting children be independent**?
- the **value** of **playing music for pleasure**?
- the **difficulty** of **being a 'one-parent family'**?
- the **link** between **practising new skills** and making **progress**?
- a **negative view** of **competitive parents**?

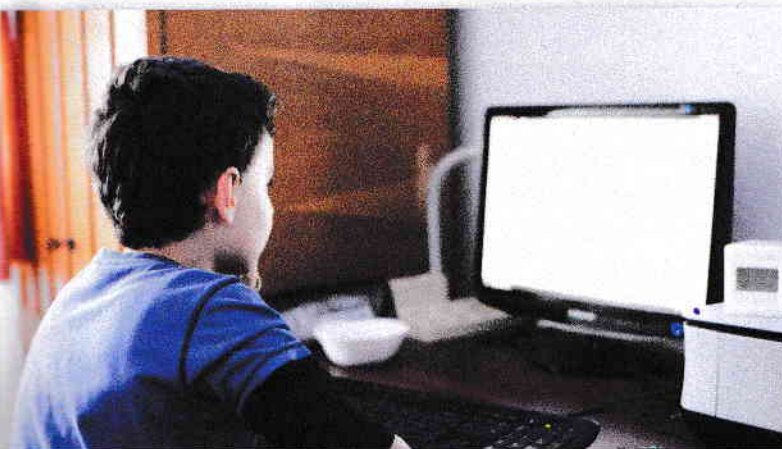
4 Which of the skills, skimming or scanning, did you find the most useful for the task in Exercise 3? Why?

Vocabulary

5 Look at the underlined words and phrases in the article and guess what they mean.

Discussion

6 Which family's lifestyle is most similar to/different from yours?



Our lost childhood?

Last week a group of teachers, authors and psychologists said video games and 'pushy parents' were robbing children of their happiest years. But is that true? Here we speak to four very different families.

A The Thomases

Our children like to chill out in front of the TV or play computer games just like every child all over the world. But parents also need to give their children the chance to try out as many different things as they can afford. Both our boys play football for a club and their school, so they train a couple of times a week and play at the weekend. Charlie also plays basketball and the drums. William learns the electric guitar and Laura sings and has kickboxing and trampolining lessons. But we make it clear to them that if they want to improve at something, they need to work hard and keep doing it over and over again. There's only Friday when someone is not out. It's spent eating pizzas and deciding on the logistics of how and when we are going to get the children to their different classes over the weekend.

B The Luckhursts

The best thing you can give your children is time. Proper time. Not a few snatched minutes here and there while you rush them off to ballet or violin lessons but time spent talking and listening to them.

These days children are packed off to all sorts of lessons at an ever younger age. They are expected to achieve more and more younger and younger, and are made to feel a failure if they don't reach the targets set for them. I encourage my kids to play the piano but only for fun – that's just as important. Childhood is the only time in your life when you can play and not have the worries that adults have. So why are we trying to rush it? I think the rivalry between parents at school is particularly depressing – as if anyone cares whose child learns to ride a bike first or learns to read before anyone else!

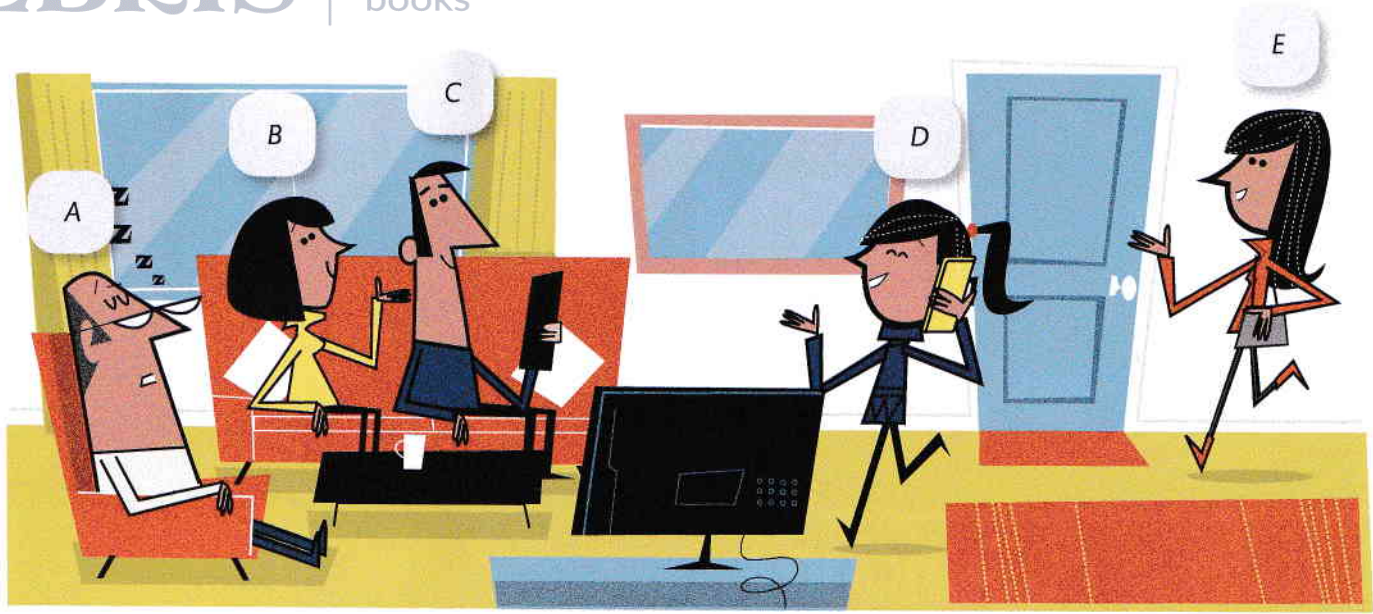
C The McGraths

Here in Britain, we tend to complain that children don't play in the garden and go out on their bikes the way we did. Computer games and the internet have taken over from playing outside but, although I worry about this, I doubt I'd have been riding bikes if we'd had the internet. Maybe as adults we're scared of the world they're growing up in because we don't really understand it. In any case, since I separated from my husband, it's not easy to keep the children constantly entertained and I'm happy for them to go on the computer because it gives me a break. Both my kids love computer games. Natalie spends a lot of time on Facebook and, actually, it's a good way for her to keep in touch with her friends in Spain and keep up her Spanish at the same time.

D The Clarkes

If my kids had their way, they'd be on the computer the minute they got home from school but I try to keep an eye on this because we do have rules about how long they're allowed to spend playing games on their computer. When they're not doing this, the boys play football together and Julia does cheerleading and goes to a youth club. She wants to go ice-skating but the nearest rink is a bus ride and a walk away, and I'm worried that she's still a bit young to do this on her own.

I can't afford to send my kids to extra lessons. In any case, too many people push their kids into doing something because they themselves used to do it or wanted to. Living your life through your kids has its own dangers, in my view. Julia loves horses but riding lessons cost a fortune, so that's out.



Language development 1

Present situations and habits

► EXPERT GRAMMAR page 182

1a Match the people in the picture (A–E) with the sentences (1–6).

- 1 She lives in a small house with her husband and children.
- 2 His children are growing up fast!
- 3 He'll sit and doze in an armchair all evening.
- 4 She's always making long calls on the phone.
- 5 He's staying with the family at the moment.
- 6 She usually goes out in the evening.

b Match the uses (a–f) with the sentences (1–6) in Exercise 1a.

- a a regular action
- b an annoying or surprising habit
- c characteristic behaviour
- d a long-term situation
- e a changing situation
- f a temporary situation

c Now complete the table with the uses and sentences from Exercise 1b.

Form	Use	Examples
Present continuous	(1) _____	(2) _____
	(3) _____	(4) _____
Present continuous + <i>always</i>	(5) _____	(6) _____
Present simple	(7) _____	(8) _____
	(9) _____	(10) _____
<i>will</i> + infinitive	(11) _____	(12) _____

2a Complete the conversations with the correct form of the verbs in brackets. Use the present simple, present continuous or *will*.

- 1 A: _____ (you/live) in a house or a flat?
B: We _____ (live) in a flat for now but we _____ (look for) a house.
- 2 A: Who _____ (you/get on) best with in your family?
B: My father. He _____ (tell) us endless funny stories.
- 3 A: _____ (anybody/annoy) you in your family?
B: Yes, my brother. He _____ (always/take) my CDs without asking me!
- 4 A: How often _____ (you/go out)?
B: I usually _____ (go out) every night but I _____ (study) a lot at the moment, so I _____ (only/go out) at weekends until my exams are finished.
- 5 A: _____ (you/like) learning English?
B: Yes, I do. It was difficult at first but it _____ (get) easier now.

b Work in pairs. Take it in turns to ask each other the questions in Exercise 2a and give answers which are true for you.

► EXPERT GRAMMAR page 182

3a Read the sentences. Does each one describe a state (S) or an action (A)?

- 1 I don't understand. _____
- 2 Do you know Peter? _____
- 3 We don't have a big house. _____
- 4 Sorry, I'm having lunch. _____

b Read the information and complete it with the verbs from Exercise 3a.

- A Some verbs are not used in the continuous because they describe states, not actions (e.g. *believe, like, seem, want, own, _____, _____*).
- B Some verbs are not used in the continuous when they describe states, but can be used in the continuous when they describe actions (e.g. *look, appear, see, think, feel, _____*).

4 Correct the mistakes in the sentences.

- 1 I'm having two brothers.
- 2 Jan has a shower – can you call back later?
- 3 I don't understand this word. What is it meaning?
- 4 Marina thinks about getting a car. Do you think it's a good idea?
- 5 We are not owning our house; we rent it.
- 6 The house is looking old but it's quite modern inside.
- 7 What do you look at? Oh, yes! I can see it now!
- 8 Phil sees a client at the moment. He won't be long.

Past habits and states

► EXPERT GRAMMAR page 182

5a Read the quote from the singer Rihanna. Mark two past habits and one past state.

Early memories

'When I was a child, we used to live in Bridgetown, Barbados, and I used to sell clothes on a stall with my father. In the evenings I would help my mother with the cooking.'



b Read the quote in Exercise 5a again and answer the questions.

- 1 Did Rihanna sell clothes with her father once or many times?
- 2 Did she help her mother with the cooking once or many times?
- 3 What verb forms are used to describe these past habits?
- 4 Choose the correct answers: *sell / live* is a state verb. You can't use *would / used to* with a state verb.

c Read the information and complete it with *used to, would* or the past simple form of verbs from the quote in Exercise 5a.

- A To talk about past habits, use _____ (e.g. *I used to sell clothes on a stall with my father.*) or *would* (e.g. *I _____ my mother with the cooking.*).
- B To talk about past states, use _____ (e.g. *We _____ in Bridgetown.*).
- C The past simple can also be used for past habits and states (e.g. *I _____ in Bridgetown. I _____ my mother with the cooking.*)

6 Complete the sentences with the correct form of the verbs in brackets. Use *used to, would* or the past simple. Only use the past simple if *used to* or *would* are not possible. More than one answer may be possible.

1 Sorry I _____ (forget) to write to you last week.

2 I _____ (live) in France when I was a child. We _____ (have) two beautiful cats.

3 When I was younger, my family _____ (always/go) to the beach in summer. We _____ (have) some great beach parties!

4 My father _____ (be) a businessman. He _____ (often/work) six or seven days a week, until he _____ (retire) in 1995.

7a Write true sentences about you.

- 1 My ... is always ...
- 2 I used to ... but now ...
- 3 As a child, I would often ...

b Now compare your experiences with other students.

8 Match the sentence halves.

- | | |
|--------------------------------------|---|
| 1 I'm writing to tell you | a but we have very similar personalities. |
| 2 I live in Poznań, | b we used to visit your country every summer. |
| 3 I live in a flat with | c something about myself. |
| 4 We don't look like each other | d I like going out with my friends. |
| 5 When I'm not surfing the internet, | e a city in the west of Poland. |
| 6 When I was a child, | f my parents and my brother. |

Lead-in

- 1 Discuss the questions.
 - 1 Who do you write informal emails to?
 - 2 What kind of things would you write in an email to a new friend?

Understand the task

- 2 Read the exam task. What is the purpose of the email?
 - a to ask for information
 - b to give information
 - c to entertain the reader

You have received this email from an English-speaking boy called Simon.

Hello,
I would like to get to know someone from your country and a friend has told me that you would like to practise your English. Perhaps we could email each other. Could you tell me a bit about yourself and your family? Could you suggest how we might meet sometime in the future?
Thanks,
Simon

Write your **email** in **140–190** words in an appropriate style.

Plan your email

- 3a What information are you going to include in your email? Make a list.
job, hobbies, ...
- b Copy and complete the paragraph plan with the information from Exercises 2 and 3a.
Paragraph 1: why you are writing
Paragraph 2: about you
Paragraph 3: about your family
Paragraph 4: suggesting meeting

Language and content



- 4a These extracts from a student's email are inappropriate. Rewrite them using informal language from the table on page 13.

1

2

3

4

5

6

7

8

9

10

Responding to a suggestion	<i>I'm glad you're ... So you'd like to get in touch ... As your friend said, I'd like ... because ...</i>
Introducing yourself	<i>My name's ... I live in ...</i>
Talking about people	<i>Let me tell you about my family. She looks like me but she can be a bit ... We get on (well) ...</i>
Lifestyles	<i>We like to ... We would always go on holiday ... I often used to ... We both enjoy ...</i>
Talking about the future	<i>Do you ever get the chance to ... ? It would be great to meet up sometime. Perhaps we could ... Next time I write, I'll ...</i>

b Read the statements giving advice about informal emails. Do you think they are *Right (R)* or *Wrong (W)*?

- 1 Use a personal, conversational style.
- 2 Avoid simple words.
- 3 Avoid phrasal verbs.
- 4 Avoid direct questions to the reader.
- 5 Use short, simple sentences.
- 6 Use contractions.

c Find examples in the table above to justify your answers in Exercise 4b.

d Which of the options (1–9) would be appropriate to open and close your email? Which ones would not be appropriate? Why?

- 1 Dear Mr Jones,
- 2 I hope to hear from you at your earliest convenience.
- 3 Lots of love,
- 4 Hello Simon,
- 5 Looking forward to hearing from you.
- 6 Best wishes,
- 7 Dear friend,
- 8 Well, that's all for now. Do write back soon.
- 9 Yours sincerely,

EXPERT LANGUAGE: Sentence word order

Put the words in the correct order to make sentences.

- 1 very / always / English / I / speak / don't / well
- 2 always / my mother and father / Fridays / fish / on / eat
- 3 having / great / right now / Paris / my sister's / in / time / a
- 4 usually / her / gave / help / friends / a lot of / her
- 5 bed / music / in / would / my grandmother / listen to / always
- 6 the party / very much / everyone / themselves / enjoyed / at
- 7 you / I'll / next week / email / send / on Tuesday / an
- 8 as / write / please / back / as / can / you / soon

Write your email

➤ EXPERT STRATEGIES pages 177–178

5 Now write your email using the ideas and some of the language above. Do not include any addresses.

Check your email

➤ EXPERT WRITING page 202

6 Edit your work using this checklist. (There is a full checklist on page 198.)

Check your:

- paragraph plan. Have you included all the points?
- use of present and past tenses.
- use of time expressions.
- style.
- spelling.
- number of words.